

English

Learning Aims

We want to encourage and enable all pupils to achieve their potential in English and to develop their creative skills. We aim to foster an enjoyment of the subject and a pleasure in reading for a range of purposes and for its own sake. We give pupils opportunities to speak with confidence and to listen effectively. We work with students to develop their analytical and critical skills and to express these in spoken and written responses which are clear and accurate. We encourage pupils to write clearly in different forms and for various purposes and audiences.

Content and skills

Throughout the key stage, we encourage a love of reading and allow time for independent reading within every lesson. We work with the LRC and have a termly competition to encourage students to read broadly and explore new novels, writers, styles and genres in their reading.

Term 1	We continue to build upon the work that students completed in Year Seven, and the opening unit is titled <i>Childhood in Literature</i> , and in this unit, students are exposed to a diverse range of non-fiction and fiction that focuses upon the study of childhood. Following this, students are exposed to a range of poetry from different cultures and traditions, as we believe diversity is a crucial and important consideration in our curriculum. Following this, students complete a class reader, and at present this is Phillip Pullman's <i>Northern Lights</i> . In this unit, students complete a range of reading and writing tasks, such as close analysis and writing the opening to their own fantasy novel.
Term 2	The focus for this term is to continue the class reader of <i>Northern Lights</i> , and as we believe in exposing students to a range of texts, we explore extracts from other fiction by Pullman and the fantasy genre here. Following this unit, we focus upon the study of Shakespeare and his problem play, <i>The Merchant of Venice</i> . In this unit, we explore ideas surrounding religion, identity, friendship and loss. In particular, we also compare the presentation of Shylock with other characters from other fiction.
Term 3	The final term comprises of the study of a challenging yet rewarding class reader titled <i>The Book Thief</i> . In this unit, students will explore characters, themes and events that underpin the novel. A range of creative writing and reading opportunities are also provided. The end of year examination also focuses on this novel, as we believe it is important to equip students with the essential skills required at GCSE.

Homework expectations

Homework is set to support and build on work introduced in lessons, or to prepare for future lessons, and may include written tasks or completing research. Homework may sometimes be replaced with independent reading, as experiencing a range of texts is a very effective way to support the English curriculum.

Extra-curricular and enrichment opportunities

The English department works closely with the library, which include Book Clubs, Book Fandom, Parent/Daughter Reading Group, Reading Outreach, Storytelling Club and Book Award Shadowing Schemes and encouraging students to enter creative writing competitions. Poetry Cafe runs monthly and is open to all students, and there is a poetry writing competition which all students will have the opportunity to enter. Later in the year, there will also be the potential for students to enter the BBC's 500-word short story competition. All students also have the opportunity to contribute to the school blog, 'Off the Record'.

Geography

Learning Aims

Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, the environment and to the sustainability of the planet. In Year 8 we aim to continue to make sense of our complex and dynamically changing world through questioning, investigation, critical thinking and geographical enquiry.

There are a number of key concepts that underpin the study of Geography. In year 8 we focus upon the concepts of place, space and scale and human processes, environmental interaction and sustainable development.

Content and skills

Term 1	Plate tectonics - An exploration into the physical causes of and effects of tectonic activity such as volcanoes and earthquakes. Cold environments – This unit encourages students to explore the landforms and environmental issues associated with the Antarctic and tundra regions before considering the impact the impact of humans and possible management strategies for key issues affecting these regions.
Term 2	China – Pupils consider the reasons for and impacts of economic growth in China. Pupils apply their knowledge of development to explore the characteristics of government, population, industry and international relations in a rapidly expanding economy. Tourism – This unit focuses on the advantages and disadvantages of tourism in various regions. In particular pupils examine the opportunities that the tourism industry offers for development alongside the social, cultural and environmental issues which may occur as a result.
Term 3	Tourism and a geographical enquiry: Dovedale A visit to Dovedale puts the tourism unit into context for students. We investigate the physical landscape and human uses of limestone scenery and discuss the implications of national park management strategies.

Homework expectations

Homework is set regularly, once per cycle and should take appropriately 30 minutes. Tasks include written work, research tasks, creative projects and revision.

Extra-curricular and enrichment opportunities

Students are encouraged to participate in field trips and the fair-trade activities that frequently run in school. The department also organises international trips which students may wish to consider.

History

Learning Aims

In line with the National Curriculum, the History Department aims to enable all students to become successful learners who enjoy learning, make progress and achieve their potential. We encourage students to become confident individuals and responsible citizens who make a positive contribution to society.

Students complete three assessments (one in each term), which aim to nurture and develop GCSE exam skills from the outset. For each of these they are assigned a Queen Mary's Level. The first two assessments are conducted during lesson time, whereas the third assessment is the school examination in May.

In Year 8 students begin to find out about the history of their community, Britain, Europe and the world. As students develop their understanding of the Victorian era and Twentieth Century, they will focus on three key themes which underpin our studies throughout Key Stage 3.

Content and skills

Term 1	Industrial Revolution Students are to complete a study of Britain 1750-1900 considering both how and why Britain changed. Students will also consider the impact of the Industrial Revolution on both women and children. Pupils will develop a range of writing skills and will utilise historical evidence to make reasoned judgements. The British Empire Students will investigate the reasons why Britain established an empire. They will complete two case studies on the colonies of India and Australia. Students will continue to develop GCSE examination skills.
Term 2	The British Empire Students will continue to investigate the reasons why Britain established an empire. They will complete two case studies on the colonies of India and Australia. The Transatlantic Slave Trade and Black Peoples of America As a product of empire, students will study the workings of The Transatlantic Slave Trade and the experiences of the Black Peoples of America. Students will finish the unit of work by considering why slavery was abolished.
Term 3	American Civil Rights Movement Students will consider how and why the Civil Rights Movement changed and developed. They will study the work of key individuals such as Rosa Parks, Martin Luther King and Malcolm X.

Homework expectations

Homework is once a fortnightly cycle and should take approximately thirty minutes.

Extra-curricular and enrichment opportunities

All students will have the opportunity to visit Quarry Bank Mill in Cheshire during the Autumn Term to complement their study of the Industrial Revolution.

Mathematics

Learning Aims

In Year 8 we will build on the work that will have been covered in Year 7. We also aim to develop mathematical knowledge, written and practical skills in a way which encourages confidence, accuracy and satisfaction. The Year 8 curriculum provides a solid base which will develop mathematical mastery and enjoyment throughout GCSE. Many higher GCSE topics will have been completed by the end of Year 8.

Content and skills

Term 1	Pythagoras' Theorem Equal algebraic fractions Ratio Indices, reciprocals and standard form Simultaneous equations Circles and Trapeziums
Term 2	Expanding brackets and single bracket factorisation. Percentages (including reverse and compound interest) Formulae Transformations Tree diagrams Cylinders
Term 3	Coordinate Geometry and graphs Arcs and sectors Bearings and construction Ratio, maps and Golden Ratio Box Plots

Homework expectations

The majority of which will be the revision of the topics learnt in class and written in the students red book. Some written homework will sometimes be given in replacement of revision.

Extra-curricular and enrichment opportunities

KS3 maths club, opportunities to see her teacher or a mentor for help. UK Maths Challenge (UKMT).

Modern Foreign Languages: French, German and Spanish

Learning Aims

In Year 8 pupils will be continuing with the language they studied in Year 7. In Year 8, we build on expanding vocabulary of various topics and on extending knowledge of grammar, tenses in particular. Our aim is to develop pupils' oral, listening, reading and writing skills in a way which will help them gain confidence in the languages studied.

Content and skills

Term 1	<p>We cover the following topics:</p> <ul style="list-style-type: none">● clothes● free time activities● giving opinions● daily routine <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs (regular and irregular) and conjugation /adjectives/pronouns/ comparatives
Term 2	<p>We cover the following topics:</p> <ul style="list-style-type: none">● travelling● holidays● food and drink● special occasions <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs(regular and irregular) and conjugation in the past/ time expressions/ adjectives
Term 3	<p>We cover the following topics:</p> <ul style="list-style-type: none">● environment● detailed description of local environment● end of year examination preparation <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs(regular and irregular) and consolidation of three tenses/ negative/ developing answers

Homework expectations

Homework is given once each week and should take approximately 35-40 minutes.

Chinese (Mandarin)

Learning Aims

In Year 8, we build on expanding vocabulary of various topics and on extending knowledge of grammar, tenses and sentence structure in particular. Our aim is to develop pupils' oral, listening, reading and writing skills in a way which will help them gain confidence in Chinese.

Content and skills

Term 1	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Weather, season, and climate• Holiday destinations, activities and means of transport• Countries, nationalities, and languages• Moon Festival traditions• My appearances and clothes• My room layout <p>The grammar covered includes: Past tense and future tense, verb adjectives, question words</p>
Term 2	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Giving opinions and comparing• Daily routine and Chinese young people's daily routine• My living area and directions• My house and its layout• Weekend plan• Jobs <p>The grammar covered includes: measure words, use of 'all', time phrases, asking questions</p>
Term 3	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Shopping in supermarkets and online• Clothes shopping, and shopping in China• Travel in different cities of China• Chinese festivals <p>The grammar covered includes: comparing using 比, connectives, word order in sentences</p>

Homework expectations

Homework is given once each week and should take approximately 35-40 minutes.

Extra-curricular and enrichment opportunities

Two weeks of intensive learning in China, a fantastic opportunity to experience a different culture and develop language skills.

Taking part in National Speaking Competition run by British Council

Music

Learning Aims

To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing

Content and skills. The year 8 music course comprises of the following elements:

Term 1	Blues Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (listening to various pieces of blues music & answering questions based on them)• Composing Music – small group task (composing a blues)• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)
Term 2	Scales Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (covering major/minor/chromatic/pentatonic scales)• Composing Music – individual & small group tasks• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)
Term 3	Dance Music Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (listening to various types of dance music & answering questions based on them)• Composing Music – individual & small group tasks• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)

Homework expectations

HW tasks (both theoretical and practical) are set out in each project booklet. Pupils are required to complete all tasks before the 'hand in date' at the end of the term.

Extra-curricular and enrichment opportunities

- Choir (Monday before school)
- Orchestra (grade 3+) Thursday after school
- String ensemble (grade 3+) Tuesday before school
- Training Band (grades 1 – 3) Friday Lunchtime

Physical Education

Learning Aims

The aim of the Physical Education Department is to develop each pupil's physical competence and to help promote physical development of the individual through the experience and enjoyment of a wide range of physical activities.

In Physical Education we strive for students to become:

- successful learners who enjoy learning, make progress and achieve:
- confident individuals who are able to live safe, healthy and fulfilling lives:
- responsible citizens who make a positive contribution to society.

Content and skills

Term 1	Improving skills in the following sports: Netball - footwork, using a range of techniques when throwing & catching, dodging, defending the player and the space, spatial awareness, tactics used for a centre pass and understanding of the rules of the game. Health Related Fitness – safe practices when using fitness equipment, understanding of components of fitness and knowledge of the long term benefits of exercise. Dance – using body actions & shape, jumping and turning, creating individual, paired and small group work and understanding the role of a choreographer. The dance style is contemporary and the stimulus is linked to a lyrical piece of music.
Term 2	Improving skills in the following sports: Indoor athletics – standing long jump, standing triple jump, high jump and fitness for athletics. Athletics – participate in a range of track and field events, understand safety in athletics and learn the rules for each event.
Term 3	Improving skills in the following sports: Athletics – continue to develop knowledge and technique in a range of track and field events, understand safety in athletics and learn the rules for each event. Cricket - throwing, catching, batting, bowling, wicket keeping, understand the principles of simple tactics and heighten the awareness of rules applicable to the game and apply them in small sided game situations.

Homework expectations

Students will be set homework in netball and health related fitness. This will take the form of a one-off piece of work, whereby students are expected to learn the netball positions and create a poster that relates to a healthy, active lifestyle.

Instead of written pieces of work to be completed each week, the department asks students to practise the skills they have learnt in lessons during their free time.

Extra-curricular and enrichment opportunities

PE run a variety of extra-curricular clubs throughout the academic year, including netball, fitness, rounders, dance, cross country running, football, dodgeball, cricket and athletics. Pupils have the opportunity to represent the school in inter school competitions including netball, cricket, cross country running, sports hall athletics, football and athletics. Clubs are offered to all pupils to improve their performance and learning in the above activities. Pupils also have the opportunity to represent their house in inter house competitions - netball, benchball, dance, cricket and athletics.

Physics

Learning Aims

"A world without Physics is a world without answers" We actively encourage students to question the environment we live in and consider why phenomena occur as they do. Through promoting thinking, questioning and investigating we expect our students to work hard with a can do attitude so that the students become effective students of Physics.

Content and skills

Term 1	Fluids <ul style="list-style-type: none">• Exploring extremes and the particle model• Density(P) <i>calculating density</i>• Change of state(P)• Pressure in fluids(P)• Floating and sinking(P)• Drag(P)• Humans at the extremes Light <ul style="list-style-type: none">• Seeing things and light on the move• <i>Drawings and conventions(P)</i>• Reflection(P)• Refraction(P)• Cameras and the eye(P)• Colour(P)• Invisibility cloaks
Term 2	Energy Transfers involving heat <ul style="list-style-type: none">• Living at the extremes• Temperature changes• Transferring energy(P)• Controlling the transfer of energy(P)• Power and efficiency• Paying for energy• Keeping warm(P)
Term 3	Earth and space <ul style="list-style-type: none">• Changing ideas• Gathering evidence and <i>scientific evidence</i>• Seasons(P)• Magnetic Earth• Gravity in space• <i>Making comparisons</i>• Beyond the solar system and studying space

Homework expectations

Homework set is a combination of exam questions and mini quizzes, written tasks, online active learn assignments and, occasionally, writing up practical work. Homework is set in line with the year 8 homework timetable.

Extra-curricular and enrichment opportunities

We are pleased to offer a weekly key stage three STEM club and also a weekly Physics Clinic which is run by senior students and available Friday lunchtimes.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

Learning Aims

- Equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- Develop skills of critical reflection, decision making, co-operation, respect and communication

Content and skills

Term 1	Identity and Diversity - Pupils will learn about their personal identity and think critically about what it means to be British. They will also explore, discuss and develop their understanding of British Values, extremism, radicalisation and terrorism. Students will take part in an externally run workshop around anti-smoking. Follow up sessions in form time will allow students to explore the impact of smoking, vaping and shisha on their health and finances. They will consider the reasons why people choose to smoke or not smoke and discuss the impact the Government strategies have had on the prevalence of smoking.
Term 2	My Health and wellbeing – Pupils will develop their knowledge and understanding of the effects of smoking, alcohol and drugs. Students will also reflect on the role that peer pressure has to play in making decisions about smoking, alcohol and drugs and consider how they might respond to such pressure in an assertive way. Illegal and legal substance abuse is discussed in this unit. Internet Safety – Look critically at the way they use the internet and explore ways to keep themselves and others safe online. The law and the justice system. Students will develop critical thinking and reasoning skills whilst looking at how the law affects young people and deciding how much they agree with the age of criminal responsibility.
Term 3	Me and Others – Family relationships. Students will explore and develop their understanding of what 'family' means, critically reflect on the advantages and disadvantages of belonging to a family as well as consider the rights and responsibilities that family members might have. They will also evaluate the potential causes of conflict and how to deal with these.

Homework expectations

No homework or revision is set in PSHCEE.

Extra-curricular and enrichment opportunities

Outside agencies may deliver workshops to students, for example Anti-Smoking.
Personal health and wellbeing is promoted by extracurricular clubs including sports.
The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.
Students can use the knowledge and skills developed in PSHCEE to work on projects outside of the classroom that will earn them credit for the Spirit of Queen Mary's Awards. For example, a presentation about e-safety.

Religious Studies

Learning Aims

In Year 8 we aim to build on the knowledge and understanding and skills that have been developed in Year 7. We aim to continue developing an enquiring mind through the key attainment targets of learning about Religion and Learning from Religion. We encourage debate, discussion, enquiry and reflection in order to develop harmony, tolerance and respect.

Content and skills

Skills

Knowing about and understanding religions and world views
 Retell stories, suggesting meanings for sources of wisdom during worship Describe religion (Islam) and world views connecting ideas

Term 1	Understand ideas and practices (Impact) and being able to link different viewpoints Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly An introduction of pilgrimage with a special study on the Hajj and its importance for Muslims
Term 2	Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly Beliefs about Life after Death Religion and Justice including the role of Fair trade
Term 3	Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly Religion and Justice day links with Fair trade

Homework expectations

Homework is set regularly, mostly once a week and should take appropriately 30 minutes. Mid-term assessments will be set as well as an end of year summer examination to assess overall progress.

Extra-curricular and enrichment opportunities

Year 8 have the opportunity to participate in an RS Day under the theme of Religion and Justice. During this day the girls engage in Fair Trade activities, song writing and film making resulting in an internal competition. Students can also become a Fair Trade. We also have a Christian Union which welcomes all faiths and non. Everyone is welcome to come to this supportive and fun filled group.